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ABSTRACT

These C-SPAN lesson plans focus on U.S. presidential campaign 2000 events. The six lesson plans are titled, as follows: (1) "Campaign Overview"; (2) "Campaign Kickoffs"; (3) "Primary Caucuses"; (4) "National Conventions"; (5) "General Election: Presidential Debates"; and (6) "General Election: Election Day." Each lesson plan contains an activity overview, student objectives, materials and tools needed, and procedures. (BT)

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C-SPAN in the Classroom

Campaign 2000 Events

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C-SPAN in the Classroom

Campaign 2000

Campaign Overview

This Teacher Guide is based on work provided by Kevin R. Sacerdote of Paxon School for Advanced Studies in Jacksonville, Florida. C-SPAN provided by MediaOne.

Activity Overview

During the course of this study, students will focus on election campaigns and track the roles of individual participants using C-SPAN's campaign programs as a primary source.

Objectives

Students will:

- Learn the roles of various participants during the campaign process. Explore the impact of at least one role during the campaign process.
- Identity real-life examples to illustrate their findings.

Materials and Tools

- Videotape of C-SPAN program
- Internet Access
- Copies of Assignment Sheets

Procedure

1. Introduction

Tell students that in a presidential election there are two types of campaigns:

Nomination Campaigns: (campaigning within each party for a partys' nomination)

Election Campaigns: (the party's nominees face off against each other)

2. Project Preparation

Divide students in six groups, each group representing the role of a different participant in campaigns:

the candidate
the candidate's staff
the media
the party
the voter
the government.

(Students may remain in these groups for this initial overview, or may continue to gather information in this group throughout the campaign season)

3. Plan of Study

Pass out copies of the assignment sheets which correspond to the assigned roles. Each group should define the parameters of their study (i.e., how long they will have to study the role, what sources are available to learn about the role, and an idea for the finished product.)

Allow time for the student groups to create a plan for both completing their assignments and presenting them to the class. Students should begin to define their role, identify sources of information and develop additional questions regarding their assigned role.

4. Class Discussion

Have the class share their findings, reviewing selected clips when necessary. What roles were easiest to identify? What roles were more difficult to pinpoint? Help each group determine the best strategy for gathering information about their particular role.

5. Sources of Campaign Information

Instruct students to consider the value of various sources of information. How is C-SPAN's campaign coverage different than other media sources? How is it different than actually attending, in person, a campaign event?

C-SPAN in the Classroom

Campaign 2000

Campaign 2000 Events
Kickoffs
Candiate Announcements

Activity Overview

Students will study several candidate announcements to see how these events were constructed to set the tone for the candidates' overall campaign strategy.

Calendar Connection

This activity extends the Candidate Announcements Mini-Lesson located in the Campaign Kickoffs section of the Educators' Calendar.

FREE MATERIALS - Video Offer

Members of C-SPAN in the Classroom can request a free compilation videotape of C-SPAN's Campaign 2000 coverage of candidate announcements. Contact C-SPAN at educate@c-span.org to request a membership application form or Join C-SPAN in the Classroom online.

Objectives

Students will:

- Learn the purpose of a candidate announcement during a campaign.
- Read verbal and non-verbal messages communicated during a campaign event.

- Design a candidate announcement.
- Make predictions about how the announcement sets the strategy for the rest of the campaign.

Materials and Tools

- Copies of event outline (step #5) and activity sheet (step #7)
- Videotapes of candidate announcements that aired on C-SPAN

Procedure

1. Invite each student to write a two sentence speech announcing his or her candidacy for the presidency. Have students volunteer to stand up and make their announcements.

2. What words or phrases appeared in each announcement? What was the general tone of the announcements? What types of sentences were used?

   Declarative: I am running.
   Imperative: Vote for me.
   Interrogatory: What kind of future do you want?

3. How can the candidate use pauses, tones, shouts or whispers to convey messages in their speech? In addition to the speech or the verbal cues, what ways can the candidate send a "visual" message? Have students consider the ways candidates use setting, other speakers or people in attendance, signage, and music to convey a message.

4. What kinds of messages does a candidate want to convey at the outset of a campaign? Consider the following and other categories the students offer: vision for the future, issues stances, work experience, qualifications.

5. Have students plan the rest of their announcement event identified in step #1. Distribute and have students use copies of the event outline below, also found on the back of the Candidate Announcements card in the Educators' Calendar.

Event Outline

Staging Where:_____

People in attendance: _____

Who introduces the candidate:_____

Visible signs and symbols:

_____

_____

_____

_____

Message

Vision for the future:

_____

Issues:

_____

Experience:

_____

_____

_____

Qualifications:

_____

_____

_____

_____

Other:

_____

_____

_____

_____

6. Review and compare students' ideas for their own announcement events.

7. Watch candidate announcements that have aired on C-SPAN. Distribute the activity sheet below and have students take notes on the candidate announcements.

Activity Sheet

My name: _____

Date: _____

Candidate's Name:_____

Candidate's Announcement
Date:_____

Place: _____

Directions:

Answer the following questions:

1. What is said by the candidate?

2. How is the message is communicated? (i.e. directly, as a part of the speech, or through staging, the presence of other people, etc.)

Make a prediction about how the candidate will/will not continue to deliver this message throughout the campaign.

8. Discuss students' observations. What verbal messages are strongest? What visual messages are strongest? How did each of the following contribute to the message: setting, other people in attendance, sounds. What predictions do you make for the rest of the campaign? What other places, people, issues and messages will figure prominently?

9. Have students follow up and test one of their predictions by searching the C-SPAN Campaign 2000 Archives, or current programming. i.e. Did Candidate X address education often? Did Candidate Y stay in the race until the end? Did Candidate Z reach out to young people?

C-SPAN in the Classroom

Campaign 2000

Campaign 2000 Events Primaries and Caucuses: State by State

Activity Overview

This activity can be used throughout the primary season to give students the opportunity to track candidates' accumulation of delegates in state primaries and caucuses.

Calendar Connection

This activity extends the Primaries and Caucuses: State by State Mini-Lesson located in the Educators' Calendar.

Primary and Caucus resources

Check back with the C-SPAN web site for specific primary and caucus dates, and the number of delegates apportioned to each state.

Objectives

Students will:

- Understand the role of primaries and caucuses leading up to the general election.
- Track the accumulation of delegates in each state's primary election.

Materials & Tools

Calendar with dates of primaries and caucuses (For a month-by-month break down, see the back of the State by State card in the Educators' Calendar.) Posterboard, transparencies, or other material to make two charts

Procedure

Part 1: Preparation

a. Review with students the names, biographies and campaign messages of the candidates vying for delegate support. Classes can research this information through C-SPAN's Campaign 2000 programs, and by visiting the candidates' web sites.

b. Define primary and caucus. Explain to students the purposes of primary elections: to apportion party delegates pledged to support a candidate's nomination at the party's national convention.

You may also review National Convention activity and the role conventions play in giving a candidate's campaign momentum, or alternatively, forcing a candidate out of the race.

c. Discuss together:

Why do candidates spend a substantial amount of time and campaign funds in the states with primary elections in February and March? What are those states?

Review C-SPAN's Campaign 2000 archive and video search engine to see which states candidates have visited most often in the months preceding the first primaries.

- Why do campaigns gain or lose momentum during the primary season?
- Would you consider this method of choosing the party's nominee 'democratic'? Why or why not?

Part 2: Student Activity

a. Beginning in February 2000, construct and post at least two charts--one for Democrats, one for Republicans--to record each contending candidate's accumulation of convention delegates.

The vertical axis will mark the number of delegates the candidate has accumulated. The horizontal axis will contain the names of the candidates. The dotted line at the top of the graph represents the number of delegates needed to

achieve the party's nomination:

Democratic Party: 4,365 total delegates with 2,183 needed to win the nomination.

Republican Party: 1,953 total delegates with 976 needed to win the nomination.

The charts can be constructed in any of several formats: class transparencies, poster boards, or bulletin boards. Students could keep their own copies of the charts in a notebook or posted in the classroom.

b. After the first caucus or primary election, go to C-SPAN's Campaign 2000 web site, or another media source, and find the number of delegates each candidate received. Construct a bar above each candidate's name, recording his or her number of delegates.

With each successive primary or caucus, add the additional number of pledged delegates to the previous bars on the graphs. Update the chart after each primary election or caucus until one candidate secures the nomination. If a candidate should drop out of the campaign, indicate that by placing an "X" on the chart through the candidate's name.

c. Prior to your own state's primary election or caucus, take a straw poll of your class or school's presidential preferences. Compare your own class predictions with the polling information compiled by local, state, and/or national media.

d. Discuss together:

- Why might a candidate dropout of the race? When should that decision be made?
- Which dates on the primary election/caucus chart seem to be the most important? Why?
- Which candidate's campaigns gained or lost momentum? Why?
- Did the actual outcome of the election comform with the national, state, and local polls? Did it conform with your class or school polling? Why or why not?

e. Discuss together:

- Why do you think candidates _____ and _____ won their party's nominations?

- Were the eventual nominees ahead throughout the campaign? If not, when did the nominees move ahead and why?

C-SPAN in the Classroom

Campaign 2000

Campaign 2000 Events
National Conventions

Activity Overview

Students will view portions of the national conventions for the various political parties and write a behind-the-scenes account of theirobservations.

Calendar Connection

This activity extends the National Conventions: My Convention Journal mini-lesson located in the Educators' Calendar.

Objectives

Students will:

- Identify the scheduled places and times for the national political conventions.
- Review the process leading up to the conventions.
- Understand the purpose of the national political convention
- Identify particular activities of the national convention.
- Write a first-person account of the conventions.

Materials and Tools

- Internet access
- Videotapes of C-SPAN's Campaign 2000 Convention

- Coverage
- Student copies of the assignment "My Convention Journal"

Procedure

1. Review with students, briefly, the events leading up the national convention. What has the presumed party nominee been doing for the last several months? How did the presumed nominee earn the nomination? What are party members and delegates doing at the convention? In the primary months, how did they help (or try to prevent) the nominee from earning the nomination?

2. Tell students that the national conventions seek to unify the party. Party members work among themselves to consolidate different factions, then present a unified party to the public at large. This can be most easily observed when the party:

   a. writes and presents a platform

   b. nominates a candidate for president and vice-president

3. Ask students to imagine that they are a press team assigned to cover one of the national conventions. While researching and filing stories for your publications or networks, they will also keep journals with their personal observations, questions, doodles, and quotes from conversations they have "overheard".

4. Model the students' assignment by showing a videoclip from a national convention. On an overhead, while the videotape is playing, take journal notes in front of the class. Then invite students to add their own observations.

5. Distribute copies of the activity "My Convention Journal" below. Using the focus questions, students will note some factual information, as well as their own opinions.

6. Play the videotape showing excerpts from the national conventions. (Alternatively, students can watch the conventions LIVE at home; or choose from a selection of tapes you have made, so that each student is watching a different portion of the convention.)

7. While watching, students should write their observations, thoughts, and comments on the printed journal pages.

8. Students will then share their work with the class after they have completed the assignment. Compare the journal entries with some actual commentary written or made by professional columnists. Ask students:

   - How was the convention similar to what you expected?
   - How was the convention different from your expectations?
   - What conclusions can you now draw about the purpose of national conventions?

My Convention Journal

My name: _____

Basic Facts

Which political party is holding this convention?

_____

Where is the convention being held? City and state? Facility?

_____

When is the convention being held, and how many days will be delegates be attending the convention?

_____

Journal Entry

What event(s) are you observing?

_____

_____

Describe what you see.

_____

_____

Describe what you hear.

_____

_____

Describe what you feel.

_____

_____

Describe the mood or attitude of the event.

_____

_____

Results

Who was the announced presidential nominee?

_____

Who was the announced vice presidential nominee?

_____

What policy issues are included in the party platform?

_____

_____

C-SPAN in the Classroom

Campaign 2000

Campaign 2000 Events
General Election: Presidential Debates

Activity Overview

Students will observe and rate candidate performance in presidential debates.

Calendar Connection:

This activity extends the General Election: Presidential Debates mini-lesson located in the Educators' Calendar.

Objectives

Students will:

- Consider what voters can learn by observing debates.
- Rate the candidates' presentations in the debates.
- Draw conclusions about their own candidate preferences.
- Evaluate the value of debates in the campaign process.

Materials and Tools

- Videotapes of presidential debates on C-SPAN, including the post-debate call-in program (or you may assign viewing as homework)
- Copies of Student Activity (below)

Procedure

1. Ask students to consider the formats in which they have observed the candidates thus far. How is a debate format different? What type of information can voters acquire through observing candidate debates? Is this information useful in judging the candidates' qualifications for the job of president? Explain.

2. Have students consider the following (and any other) 'presidential' qualities that a candidate may (or may not) exhibit during the course of a debate. What does each quality look or sound like?

   - Credibility
   - Ability to Listen
   - Fairness
   - Leadership
   - Creativity
   - Intelligence

3. Have students prepare to watch the debates by looking for these presidential qualities. Individual students may be assigned to look for selected qualities in all the candidates, or cover all the qualities for one selected candidate. After viewing, rate the candidate's overall strength in each quality, then give their own personal reactions.

Student Activity: Presidential Debates

Candidate: _____

	Words or behaviors (scale 1-10)	Overall strength (scale 1-10)	My reaction (scale 1-10)
Credibility			
Ability to Listen			
Fairness			
Leadership			
Creativity			
Intelligence			

4. What was the reaction of the viewers calling into C-SPAN after the debate? Which of the above qualities do voters value the most? Which candidate displayed that quality? Do you consider quality to be required to be a successful president? Explain.

5. Discuss: Are debates a valuable way for voters to gather information? What if there were no debates?

6. Have students make a recommendation for the next debate, or another type of event that may offer an even more valuable way for voters to learn about the candidates. They should consider other events they have observed on C-SPAN when making recommendations.

C-SPAN in the Classroom

Campaign 2000

Campaign 2000 Events
Election Day

Activity Overview

Students will study and track candidates' electoral strategies during the last week of the campaign and make predictions about Election Day results.

Calendar Connection

This activity extends the Election Day mini-lesson located in the General Election section of the Educators' Calendar.

Objectives

Students will:

- Examine what the Constitution says about presidential elections.
- Draw conclusions about candidates' electoral strategies.
- Analyze poll results.
- Apply information to make predictions about Election Day results.
- Track Election Day results.

Materials & Tools

- A copy of the U.S. Constitution
- Videotapes of C-SPAN's Campaign 2000 coverage featuring candidates' campaign stops during the week leading up to Election Day

- Videotapes of the Washington Journal featuring poll reports of candidates' strength in the fifty states and the District of Columbia
- Internet access
- Student Activity Chart

Procedure

Part 1: Preparation

a. Review what the Constitution says about the electoral college. Consider Article II as well as the twelfth amendment.

b. Observe candidates' campaign stops on C-SPAN during the last week of the campaign. What states have they visited? How many electoral votes do these states have? What are the candidates saying about their own strategies for winning the election?

c. Make your own observations or review media reports on Washington Journal to learn about the strategies the candidates may be implementing to accumulate the 270 electoral votes needed to win the election. Review also polls that may offer some clues or guidelines for the candidates' strategies in the home stretch.

Part 2: Student Activity

Distribute to students a copy of the data and chart which is also found on the back of the Election Day card in the Educators' Calendar.

Before filling out the chart, have students apply their knowledge of Campaign 2000 and the electoral college by completing one of the following activities, alone or in groups. (Students may wish to undertake additional research on the Electoral College Home Page of the National Archives and Records.)

a. Illustrate the actual electoral strategy as revealed in the last-minute campaigning of one of the candidates.

b. Recommend an electoral strategy for one of the candidates, based on poll findings and your own observations.

Part 3: Using the Chart

Discuss students' findings and then fill out the first two columns of the chart to prepare for Election Day. Access Chart

Students should watch election night results and record the electoral votes earned by each candidate in the third column.

Part 4: Predictions and Results

a. Compare students' predictions to the actual results. Were students' predictions correct? Were the polls correct? Were there anysurprises? Have students explain any surprises based on their observations of Campaign 2000.

Watch C-SPAN's Election Day and post-Election Day coverage to learn how journalists and other observers across the country are analyzing the results.

b. What was the popular vote as compared to the electoral vote? Is the electoral college an effective way to elect a president? Why or why not? How would a direct popular election affect the way candidates conduct their campaigns?